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ABSTRACT

Guidelines for students from foreign countries who are considering entering a college or university in the United States and which will be useful to colleges and universities that have foreign applicants are presented. General information about postsecondary education in the United States and steps in the application process are addressed along with what a student should consider in deciding to study in the United States, basic qualifications for final preparations before arrival, and college guidance resources available to students overseas. Information is provided on the different types of postsecondary institutions: four-year colleges, two-year community and junior colleges, institutes of technology, universities, and proprietary schools. Additionally, accreditation, the academic year, courses and grades, the educational background needed for undergraduate and graduate study, financial support, and English language proficiency are covered. Existing information sources, including the Foreign Student Information Clearinghouse, and the following aspects of the application process are examined: forms, fees, student records, English proficiency tests, undergraduate and graduate entrance examinations, personal recommendations, interviews, financial aid forms, and work opportunities. A checklist, glossary, selected resource materials, and a chart on the structure of education in the United States are included. (SW)

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Entering Higher Education in the United States

A Guide for Students from Other Countries

Revised Edition, 1981

The College Board

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Copies of *Entering Higher Education in the United States* may be ordered from College Board Publication Orders, Box 2815, Princeton, New Jersey 08541. Minimum order 50 copies. 65 cents each for 50 through 99 copies; 55 cents each for 100 or more copies.

Copies of a companion booklet, *Financial Planning for Study in the United States: A Guide for Students from Other Countries*, can also be ordered from the above address. Single copies of this booklet are available at $2; 40 cents each for 100 or more copies. No other discounts apply for either booklet.

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Foreword

This booklet has been designed for students overseas who want to study in the United States. Its purpose is to provide information about higher education in the United States that will help them in making decisions about studying here.

Although the College Board believes this booklet will serve foreign students well, it recognizes that some questions may be left unanswered. For the best information, students should direct inquiries to organizations listed in this booklet or to specific institutions in which they have an interest. The College Board does not directly advise students about admissions, financial aid, choices of institution, or programs of study.

This booklet marks the fourth edition of *Entering Higher Education in the United States*, the first having been published in 1969. The current edition was updated and revised by Stan Berry, Chairman of the College Board Advisory Committee on International Education, with advice and suggestions from members of the committee. A list of members appears on the following page.

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Introduction

More than 11 million students are currently attending over 3,000 colleges, universities, and other postsecondary education institutions in the United States. Over three hundred thousand students are from foreign countries. The United States is attractive to foreign students for many reasons. The number and variety of institutions and fields of study offer a wide range of opportunities.

Institutions of higher education in the United States welcome foreign students to their campuses. The presence of these students helps to promote international understanding and, in the long run, makes for a more orderly and peaceful world. In addition, American education is enriched by the academic and cultural contribution of foreign students.

Not every student overseas can or should attend college in the United States, and this booklet is not intended to promote education in this country. Rather, its purpose is to acquaint the foreign student with the diversity of American institutions and programs; where one can turn to learn more about them; the graduate and undergraduate admissions process; and what steps one should take to apply to the college one chooses.

The booklet contains several reference sections useful to the prospective student: a glossary which explains some terms often used in the United States educational system, a list of overseas centers where information can be obtained on opportunities for study in the United States, and selected resource materials on postsecondary education in the United States, many of which are available in overseas agencies and centers.

1. Postsecondary Education in the United States

The structure of education in the United States differs notably from that of many other countries. Foreign students interested in studying here should have a general understanding of its levels and the terms describing it. (See chart, p. 50)

Postsecondary education begins at about age 18 after 12 years of elementary and secondary school. It is offered at several types of institutions described below, but the general term used in the United States for all postsecondary institutions is "college." The term "university" describes institutions with a college of liberal arts, one or more academic colleges, and a program of postgraduate study.

Postsecondary Institutions

The first level of postsecondary education is termed undergraduate, the two years (approximately) required to earn an associate degree, usually offered at community colleges, or the four years required to earn a bachelor's degree offered at four-year colleges. Undergraduate students are classified as freshmen in their first year, sophomores in their second year, juniors or seniors in their third and fourth year, depending not only on the number of years in college but also on the number of courses completed. Undergraduate education in the United States is intended in part to produce well-informed, articulate citizens. As a result, a significant part of most undergraduate programs is of a general nature and includes courses in the humanities, social sciences, and natural sciences. Another significant part of most undergraduate programs concentrates on one field of study, known as the "major." Specialized training in one particular subject area usually takes place at the graduate level.

Graduate study, more commonly called postgraduate work in many areas of the world, is education beyond a bachelor's degree. Graduate students are those pursuing a master's, doctoral, professional, or special advanced degree. While the number of years required to earn advanced degrees depends on the particular college, field of study, and nature of the curriculum, students usually spend a year or two studying for the master's de-

gree, three or more years for a doctoral or Ph.D., and three or more years for professional degrees such as law, dentistry, medicine, veterinary medicine, and pharmacology, etc.

Four-year Colleges. Four-year colleges are undergraduate institutions offering academic programs leading to a bachelor's degree. In addition to arts and sciences, many colleges offer degrees in business administration, education, nursing, and a variety of technological programs. There are approximately 1,800 undergraduate colleges in the United States, some of which may be independent and some may be part of a university.

Two-year Community and Junior Colleges. Community and junior colleges are undergraduate institutions offering up to two years of academic instruction beyond secondary school. They also offer many occupational and transfer programs, varying in length from a few months to two or more years. Most programs lead to certificates or associate degrees, such as an Associate in Arts degree, an Associate in Science degree, an Associate in Applied Science degree, etc. Occupational programs prepare students for immediate employment in many technical or paraprofessional fields, such as laboratory technology and data processing. Transfer programs at two-year colleges prepare students to complete the last two years of study for a bachelor's degree at four-year institutions.

Most two-year colleges are public and usually have lower tuition charges than other institutions. About 12 percent of the foreign students in the United States at present are attending community and junior colleges.

Institutes of Technology. Institutes of technology, or polytechnic institutes, offer specialized programs in the sciences and engineering. These institutes may offer both undergraduate and graduate degrees.

Universities. Universities are academic institutions that include one or more undergraduate college, as well as any number of graduate and professional schools. In the United States most professions are studied only at the graduate level; medicine, dentistry, and law are examples. *Very few professional schools admit students directly*

from other countries into their degree programs.

Proprietary Schools. There are thousands of privately owned schools and colleges in the United States that are operated primarily for financial profit to their owners. Although now becoming increasingly diverse in their offerings, they typically offer technical or semiprofessional training.

Most postsecondary students from other countries attend two-year or four-year colleges when they come to the United States to study. But as the need for technically trained personnel in countries overseas has increased, the number of proprietary schools in the United States, along with their quality and diversity, has risen rapidly. This may mean that more students from overseas will want to consider what proprietary schools have to offer them.

Sometimes these schools make unsubstantiated claims about what they do, so students should investigate carefully before they make plans to study in one. Although there are reputable proprietary schools that are not accredited (see explanation below), and there is some variation in quality among those that are, in general it is wiser to study in a proprietary school that has been accredited.

Accreditation

The United States is the only country in the world where educational institutions are accredited not by the government but by committees of educators and other private citizens. At the institution's request, they are visited regularly by committees appointed by regional accrediting associations. Results of these investigative visits are reported to the associations, and lists of institutions that meet the established standards are periodically issued by the accrediting associations. In addition, groups of professional organizations, operating in a similar manner, accredit programs that lead to membership and/or licensing to practice in the various professions and semiprofessions.

Before registering to study in any educational institution in the United States, a foreign student should determine whether the institution is currently accredited by one of the associations or agencies recognized by the United States Depart-

ment of Education and the Council on Postsecondary Education. By so doing, time, money, and effort may be saved. Credits are more easily transferred from one accredited institution to another; most scholarship, fellowship, and grant programs are available only for study in accredited institutions; and degrees and diplomas are more generally recognized among accredited institutions within the United States as well as by governments and universities in other countries. Accredited institutions can be identified in many of the publications listed in Selected Resource Materials beginning on page 45 of this booklet.

The Academic Year

The academic year at United States colleges is approximately 34 weeks long, some institutions begin their year in late August and others early in October. The year is divided into terms of various lengths, depending on the institution. Most common is the semester calendar which divides the academic year into two terms of about 16 weeks each. The quarter system divides the academic year into three terms of about 11 weeks each. The trimester system, which is rather uncommon, divides the calendar year into three equal terms of about 15 weeks each. A few holiday periods, ranging from one week to one month, fall during or between terms. Summer sessions, which vary from six to ten weeks in length, are not considered part of the academic year, but many colleges offer regular courses as well as some special programs during the summer months. Through planned participation in summer sessions it may be possible to complete some four-year programs in three or three and one-half years.

Courses and Grades

Each institution has its own system of grading, its own academic regulations, and its own degree requirements. Generally, instruction is divided into units called courses and, to earn a degree, students must successfully complete a required number of courses, which are assigned "credits" or "points."

according to the number of class hours completed. Grades are issued at the end of each term usually in letters (A,B,C,D,F), or infrequently in percentages. Students should refer to individual college bulletins for specific information.

2. Basic Considerations and Qualifications

Before students decide to study in the United States they should know what they want to accomplish through further education. What are the advantages of study in a foreign country? What are their future career possibilities? Is a foreign education recognized in the home country for the pursuit of the chosen profession? Does study in the United States represent the best opportunity for personal development? Do the applicants have the necessary qualifications?

Educational Background

For Undergraduate Study. The basic requirement for admission to an undergraduate program is successful completion of secondary school. The secondary education should be one that has prepared students for university entrance in the home country. United States colleges have various admissions requirements, but as a general rule they expect a foreign applicant's records to reflect at least 12 years of primary and secondary schooling, and to meet the entrance requirements of major universities in the home country.

For Graduate Study. All applicants to graduate school must have successfully completed an undergraduate program and earned a first academic or professional degree. As a rule, a foreign student should have completed no less than 16 years of primary, secondary, and higher education before considering graduate study in the United States.

Financial Support

Higher education in the United States is expensive. In 1980, an *average* budget for a foreign student for each academic year (usually representing about nine months) was about U.S.$7,500 at a private institution, and U.S.$6,000 at a public institution, and costs increase annually. These figures do not include expenses for vacation periods or during the summer months. At some expensive colleges it may cost as much as U.S.$10,000 for an academic year; at some low-cost *public* colleges, U.S.$4,000 may be sufficient for an academic year; at some low-cost *private* colleges, U.S.$5,000 may

be sufficient. *These figures include tuition costs, housing, food, and miscellaneous expenses only for approximately nine months of the year.*

The cost of financing a college education in the United States is described in detail in a companion publication to this booklet, *Financial Planning for Study in the United States: A Guide for Students from Other Countries.* (See Selected Resource Materials.) The booklet discusses how to plan for the expenses involved and where to seek financial aid. Careful financial planning is absolutely necessary. A foreign student must not plan to come to the United States without a guaranteed means of support, and applicants for admission will not be accepted by a college without certifiable evidence of such support.

English Language Proficiency

Students in the United States must be able to read, write, speak, and understand the English language with a high degree of proficiency. Much of their success in academic programs will depend on their fluency in English. Most colleges require foreign applicants to demonstrate a certain level of English proficiency before they are admitted. This is usually determined by a standardized English proficiency test which is explained in Chapter 4. Students should learn as much English as possible before coming to the United States. Those who are not adequately prepared may have to take full- or part-time training in English before they can begin regular academic studies. Such training will involve an additional investment of time and money in the United States.

3. Preliminary Steps

Planning and preparation for study in the United States should begin about 18 months before the anticipated date of enrollment. The academic year usually begins in September; a prospective applicant should plan with this calendar in mind. There are several preliminary steps one should take in preparing to apply for admission.

1. Use information or education service agencies in the home country that provide free information and advice about study in the United States.

2. Select programs and institutions appropriate for individual goals.

3. Request information and application forms from selected institutions.

Use Existing Information

Students should normally begin their inquiries with one of the recommended agencies in the home country. Sometimes students waste time and money by using commercial agencies, or by applying directly to colleges before obtaining sufficient appropriate information.

Learning about education in the United States and selecting suitable institutions and programs of study can be greatly simplified if a student is able to draw upon the resources of one or more of the information or education service agencies located in the home country. These agencies house libraries where students may do their own research on education and opportunities for study in the United States. Some also provide counseling centers where students can discuss questions relating to their particular interests and needs. Counselors are familiar with the student's educational background and the experiences of other students from that country who are studying in the United States. They may have specific information or material that will help a student decide on a particular program or institution. But students should check to see if the material is up to date because requirements, costs, and procedures change frequently.

If at all possible a student should visit one of these agencies in order to secure the best available information and advice. If it is impossible to visit the office in person, students should try to get as

much help as they can by corresponding with the agencies.

Foreign Student Information Clearinghouse

This computerized service, available in many parts of the world, can help identify colleges and universities in the United States and provides important information about them to students from overseas who are interested in studying at the college level. Students specify the characteristics most important to them in their search for a college. The Clearinghouse feeds this information into a computer system and then provides students with a list of selected institutions that best meet their individual requirements. A nominal fee is charged for the service.

The program was developed by the National Liaison Committee on Foreign Student Admissions in cooperation with the Directorate for Educational and Cultural Affairs of the United States International Communication Agency. It is administered by experienced counselors operating primarily in United States government-sponsored offices such as the International Communication Agency counseling centers, binational centers, Fulbright Commissions, and overseas offices of the Institute of International Education. To request materials, students should contact their nearest United States International Communication Agency office, or write to The Foreign Student Information Clearinghouse, 888 Seventh Avenue, New York, New York 10019, U.S.A. The following is a list of Clearinghouse service centers, and the countries they serve, where students may also write to request materials.

Foreign Student Information Clearinghouse Service Centers

Instituto Colombiano de Credito Educativo y Estudios Tecnicos en el Exterior Apartado Aereo 5735 Bogota, Colombia	Serving Colombia

Franco-American Commission for Educational Exchange 9, Rue Chardin 75016-Paris, France	Serving Austria, Belgium, Cyprus, France, Iceland, Denmark, Finland, Germany, Greece, Israel, Italy, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, Turkey, United Kingdom, and Yugoslavia
Institute of International Education Londres No. 16 Mexico 6, D.F.	Serving Mexico and all Central American countries
Puerto Rico Office The College Board Apartado 1275 Hato Rey, Puerto Rico 00919	Serving Puerto Rico and the Caribbean countries
The Foreign Student Information Clearinghouse 888 Seventh Avenue New York, New York 10019, U.S.A.	Serving all other countries

Centers for Information about Education in the United States

Throughout the world there are many counseling centers that can assist people who want to study in the United States. The task of selecting suitable programs of study and appropriate institutions can be greatly simplified if a student is able to seek the advice of an experienced counselor. Such services are often available at binational centers, United States International Communication Agency offices, and offices of the Institute of International Education (IIE), or the America-Mideast Education and Training Services, Inc. (AMIDEAST). Many of these counseling centers maintain libraries of basic reference works on United States study, catalogs of universities and colleges, and information on financial assistance. Others may offer individual counseling and may also serve as testing

centers for the standardized admissions tests and the Test of English as a Foreign Language (TOEFL). Because the addresses of many of the student counseling and advising centers change frequently, a list is not provided in this booklet, since incorrect addresses can cause confusion and can also waste valuable time for applicants.

The Office of International Education of the College Board suggests that students should obtain further information about study in the United States, and up-to-date lists of counseling centers in their area, by writing to the United States International Communication Agency, in care of the Cultural Affairs Officer of the American Embassy in the capital city of their country.

Select Institutions Appropriate to Goals

Students from overseas choose colleges in the United States for many of the same reasons they would choose colleges in their own countries. They consider such factors as: a realistic acceptance of their own capabilities and limitations; the academic reputation of the college, its programs of study, faculty, facilities, student life, costs, as well as the character and climate of the region and the immediate surroundings of the college.

Information about colleges and programs of study can be found in several books available in agency libraries. Directories of higher education are detailed reference works that describe hundreds of colleges and include such information as addresses, application deadlines, costs, curriculums, and degree requirements. There are also a number of guidebooks prepared specifically for foreign students.

More detailed information about specific institutions can be found in catalogs, also called calendars or bulletins, that are issued every year or two by colleges and made available to overseas libraries. Information of this kind is often provided in the form of microfiche films and readers. Contents include current statements of costs, degree requirements, descriptions of the courses and programs offered, and general information on admissions re-

quirements, financial aid, facilities, student services, and campus life.

A list of Selected Resource Materials can be found on page 45.

Request Material from Selected Institutions

After reading the available literature and discussing their educational plans with an adviser, students should write to the Office of Admissions at the institutions in which they are interested. *Be sure to use airmail in all correspondence.*

It is simple and effective to send each institution a completed copy of the form "Request for Application Material from U.S. Colleges and Universities," which requires no covering letter. The form is usually available from the local education advising center.

A detailed letter providing the information outlined below is also appropriate.

1. Name, address, date of birth, citizenship, and native language.

2. A complete outline of educational background; number of years of education, where obtained, and academic performance (i.e., grades or marks, and class rank), and certificates and/or diplomas earned.

3. Proposed plan of study and the year and month of expected entrance to a United States institution.

4. Names and dates of any entrance examinations already taken or to be taken; i.e., Test of English as a Foreign Language (TOEFL); Graduate Record Examinations (GRE); Scholastic Aptitude Test (SAT); etc. (These and other tests are described in Chapter 4.) Results of the tests, if available, should be included.

5. Number of years the applicant has studied the English language.

6. Sources and amount of funds available for each year of study in the United States.

Students planning to apply for financial aid should make that fact known at this time. The reply may be delayed for a number of weeks, because institutions receive large numbers of inquiries, and overseas mail is often slow. If students have selected institutions that offer the programs they wish

to study and for which they are academically prepared, they will usually receive information and application materials from those institutions. *Always send letters by airmail.*

4. Applications

Colleges in the United States differ in their procedures and requirements for admission of foreign students. Applicants should be careful to follow the specific instructions given by each institution when they apply for admission. Always remember: *even though an institution receives an application for admission, it does not mean admission will be granted to the applicant.*

The components of an application include not only the actual "application for admission" form, but also some or all of the items listed below and described in more detail later. Each institution will specify which documents and information it requires.

1. Application fee.
2. Copies and certified translations of official records of the applicant's previous education.
3. Evidence of English proficiency, usually in the form of TOEFL scores.
4. Results of academic entrance examinations. (SAT, GRE, etc.)
5. Letters of recommendation.
6. A statement of the applicant's financial resources for study in the United States.
7. Financial aid application forms if financial aid is sought.
8. A written report of an interview with a representative of the institution to which they are applying (if such an interview has taken place), or with a representative of a counseling agency.

Transfer students should include course descriptions, course syllabi, and information about the grading system used in the overseas institution attended.

College application deadline dates may be as early as December 1 preceding the following September in which the student would like to enter, while others may be as late as June 1 preceding a September entry date. In most cases the deadline for applications from foreign students is earlier than for United States citizens, especially if financial aid is requested. This is to allow the admitted student time to complete visa and travel arrangements.

It is wise to start completing the various parts of the application process at least eight months before

the deadline in order to obtain all academic records and arrange for necessary tests. Applications received in advance of the deadline have more time for consideration and may be viewed in a more favorable light than those received later. Applications received after the deadline are usually not considered.

Application Forms

The application form usually asks for general information about the student: education and employment; choice of degree program; health; formal instruction and proficiency in English; and the amount of funds available for study at the college. Some also require the names of people from whom the student will ask for letters of recommendation, as well as a statement in the student's own words about career objectives and plans for study.

In completing an application a student should keep in mind the following points:

- Always give the name in exactly the same form and spelling on all application forms, test forms, correspondence, and other materials directed to the institution. In particular, the student should clearly indicate which name is the family (or father's) name, as all records will be kept under that name.
- Indicate mailing address clearly, especially if it differs from home address. In order to avoid postal delays, institutions should be notified immediately if the address changes.
- Complete the application in full, answering all questions or indicating that the question does not apply. Periods of time not covered by education or employment should be explained. Incomplete applications may be returned for additional information, causing unnecessary delays.
- If two or more application forms are sent by the institution, complete them identically and, if requested, enclose two sets of documents.

Application Fees

Many colleges charge an application fee, ranging from U.S.$10 to $30 or higher. This fee usually must

be paid at the time of filing an application. *It is not refundable, nor is it applicable to the cost of tuition.*

Records of Previous Education

On many application forms the student's previous education must be chronologically outlined and documented with academic records. In its instructions, the college will specify what documents it requires. Original documents of any kind that a student has should not be sent to an institution. If such a document is requested by the institution, the student should ask if a certified true copy may be substituted.

The required documents will usually include:

1. Facsimile copies of grade or mark sheets for prior education.
2. Copies of diplomas or degrees.
3. Copies of the results of comprehensive examinations given regularly in the home country's educational system.

The copies that the student sends to the United States, or arranges to have sent directly by representatives of previous schools attended, must be certified as official either by the institution in the home country, the United States Embassy, or some other agency acceptable to the institution to which application is being made. Similarly certified copies of exact English translations of these records will nearly always be required.

Some detailed and explanatory information may also be required, such as statements on the system of grades or ratings used to evaluate the student's academic performance, reports on where the student ranked academically among fellow students, lists of the subjects studied, and some description of course content.

It is the students' responsibility to see that the appropriate documents are sent to the institutions to which they are applying. Since it is unlikely that admissions officers will modify requirements for documentation, even if students report difficulty in meeting the requirement, students will avoid possible delays if they take special care to follow the application instructions regarding their previous

academic records rather than seeking to alter those requirements.

English Proficiency Tests

Applicants whose native language is not English are required to present results of an examination of their English language ability. Most United States colleges require the Test of English as a Foreign Language (TOEFL). Among other examinations that some institutions accept are the University of Michigan English Language Institute Test, and the tests of the American Language Institute of Georgetown University (ALIGU).

The TOEFL is administered through the Educational Testing Service six times a year at approximately 500 centers in some 130 countries throughout the world. If taken overseas, the registration form and the U.S.$21 test fee must be received in the United States about one month before the test date. If taken within the United States, the test fee is U.S.$19. Approximately one month after the test is taken, the results are reported to the student and up to as many as four United States institutions selected by the student.

Time intervals for registration and score reporting make it important for the student to act well in advance. A test date that is at least five weeks earlier than the application deadline date of the colleges requiring TOEFL should be chosen.

The TOEFL *Bulletin of Information for Applicants* provides information and registration forms for the test. Copies of the *Bulletin* are usually available throughout the world at:

United States embassies and consulates

United States International Communication Agency offices

United States educational commissions and foundations

Binational centers

Fulbright Commission offices

Copies can also be obtained, free of charge, by writing to the organizations listed at the top of p. 24.

TOEFL
Box 899
Princeton, New Jersey 08541, U.S.A.

Institute of International Education
Moneda 1467
Casilla 9286
Santiago, Chile

Institute of International Education
39 Imagbon Street
Post Office Box 554
Ighobi Yaba, Lagos

American-Korean Foundation
57, 1-ka Sinmoon-ro, Chongro-k.
Seoul, Korea

Where to Register for TOEFL

Students who wish to take the Test of English as a Foreign Language but whose country or area is *not* listed below should obtain a copy of the TOEFL *Bulletin of Information for Applicants* from the offices or agencies listed above, and follow the instructions it contains about arranging to take the test. Those students whose country or area *is* listed below should contact the agency representing those areas and request a *Bulletin* and instructions on how and where to register and take the test.

Algeria, Bahrain, Iran, Iraq, Kuwait, Libya, Oman, Qatar, Saudi Arabia, Sudan, United Arab Emirates, Yeman Arab Republic:
AMIDEAST/Suite 100
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036, U.S.A.

Canada:
TOEFL
Box 899
Princeton, New Jersey 08541, U.S.A.

Egypt:
AMIDEAST
2 Midan Kasar el Dobara
Garden City, Cairo, Egypt

Europe: (all countries, including Cyprus, Great Britain, Iceland, and Turkey)
CITO
P.O. Box 1203
6801 BE Arnhem
Netherlands

Hong Kong:
Hong Kong Examinations Authority
San Po Kong Sub-office
17 Tseuk Luk Street
San Po Kong
Kowloon, Hong Kong
or
Institute of International Education
Hong Kong Arts Centre, 12th Floor
2 Harbour Road, Wanchai
G.P.O. Box 10010
Hong Kong

India:
Bureau of Educational Research
& Service
Ewing Christian College Campus
Allahabad, U.P. 211 003, India

Jordan:
AMIDEAST
Post Office Box 1249
Amman, Jordan

Lebanon:
AMIDEAST
P.O. Box 135-155
Beirut, Lebanon

Malaysia:
Malaysian-American Commission on
Educational Exchange
198, Jalan Ampang
Kuala Lumpur 04-07, Malaysia

Mexico:
Institute of International Education
Educational Counseling Center
Londres 16, 2nd Floor
Mexico 6, D.F.

Morocco:
AMIDEAST
25 bis, Patrice Lumumba
Appt. No. 8
Rabat, Morocco

Republic of China:
The Language Training & Testing Center
2-1 Hsu-chow Road
Taipei, Taiwan 100
Republic of China

Syria:
AMIDEAST
c/o Mrs. Nadia Helou
P.O. Box 2313
Damascus, Syria

Thailand:
Institute of International Education
G.P.O. Box 2050
Bangkok, Thailand

Tunisia:
AMIDEAST
BP 1134
Tunis, Tunisia

United States:
TOEFL
Box 899
Princeton, New Jersey 08541, U.S.A.

All Other Countries and Areas
TOEFL
Box 899
Princeton, New Jersey 08541, U.S.A.

Students should be aware that they may have to take English proficiency tests several times during the application process – early on when they first apply, later, if they have studied more English and are required to demonstrate improved proficiency, and again upon arrival at their United States institution for purposes of placement in English courses.

Foreign students studying in United States colleges at the present time add a word of caution to prospective students. They say that high scores on English examinations do not guarantee complete comprehension of classroom work, and they recommend that most new students should plan to enroll in some kind of English course during their first term to help them become more familiar with "American English."

Most colleges and universities in the United States require a score of 500 or higher on the

TOEFL. A few institutions accept applicants with scores as low as 450; some require scores as high as 600. An institution's capability to offer intensive English language training or supplemental courses in English-as-a-second-language, as well as the nature of the academic program to be studied, influences the level of English proficiency required.

Academic Entrance Examinations

Many colleges and universities, as well as scholarship sponsors, require applicants to take entrance examinations. These provide a common measure for comparing the qualifications of applicants and are an aid in the evaluation of academic potential. *These examinations are in addition to English proficiency tests.*

The application instructions will indicate which, if any, of the several examinations described below are required, and how to arrange to take them. Like TOEFL, most examinations are given several times a year at overseas centers. Information and registration materials for the various tests may be available at local educational counseling agencies.

Foreign students who have taken the various entrance examinations recommend that prospective students prepare in advance by becoming familiar with the type and format of the tests. Since foreign students are rarely acquainted with multiple-choice tests, it is particularly important to review sample questions, examples of which can be found in the TOEFL *Handbook for Examinees*.

All examinations require registration at least one month prior to the testing dates. Registering even earlier, of course, gives a student more time to prepare. Test results are reported about one month after the examination; the test fee entitles students to have their score reports sent to as many as three or four institutions of their choice. An extra fee is charged if a student wishes to have test results sent to additional institutions.

For Undergraduates

Most first-year foreign undergraduate applicants will be required to take one or more of the tests sponsored by either the College Board or the

American College Testing Program, in addition to TOEFL. A description of these tests follows.

The Scholastic Aptitude Test (SAT) of the College Board is a two and one-half hour objective test that measures verbal and mathematical skills. The 30-minute Test of Standard Written English (TSWE) is administered with the SAT. Additional one-hour Achievement Tests may also be required in various subjects, such as chemistry, mathematics, history, certain foreign languages, etc. These tests, together with the Student Descriptive Questionnaire (which allows students to show their special interests and needs), make up the College Board's Admissions Testing Program (ATP). Students should note that they cannot register to take the SAT and Achievement Tests on the same test date. The fees (which are subject to change) are U.S.$9.25 for the SAT, and U.S.$15 for up to three Achievement Tests. An overseas processing fee of U.S.$5 is charged for each test to students who take them in countries other than Canada, Mexico, Puerto Rico, and other United States' possessions. For further information about the Admissions Testing Program, students should request copies of *About the Achievement Tests*, which includes some sample questions, and the *Western/Foreign Student Bulletin*. These publications are free of charge by writing to: College Board ATP, Box 592, Princeton, New Jersey 08541, U.S.A.

The American College Testing Program also offers an entrance examination (ACT) that is required by some undergraduate institutions. The ACT is an objective test designed to assess general educational development in four subject areas—English, mathematics, social studies, and natural sciences. The test also includes a profile section of academic and nonacademic information about the student's achievements and goals. The test fee is U.S.$8.50. Registration materials and other information may be obtained by writing to: American College Testing Program, P.O.Box 414, Iowa City, Iowa 52243, U.S.A.

For Graduates

Since most academic graduate departments within a university establish their own entrance require-

ments, including admissions tests, it is often necessary to write to the institution directly to find out which tests are required from entering students. This is particularly true for graduate students seeking admission to programs such as mathematics, history, engineering, physics, and chemistry, where some departments within an institution will require one or more of the Graduate Record Examinations (described below), and others will not. Because entrance requirements differ, it is advisable for students to inquire whether the counseling agency has catalogs for graduate schools in which they are interested.

The Graduate Record Examinations (GRE) are administered by the Educational Testing Service for the Graduate Record Examinations Board. The test includes a three-hour objective test of general scholastic aptitude, with separate scores for verbal and quantitative ability, and a three-hour Advanced Test in a subject area. Scores on the GRE are usually evaluated by the graduate department in which the student would be studying. The fees are U.S.$25 for the Aptitude Test, administered overseas, U.S.$25 for the Advanced Test, administered overseas, or U.S.$45 for both tests. Within the United States and Puerto Rico, test fees are U.S.$20 for the Aptitude Test, U.S.$20 for the Advanced Test, or U.S.$40 for both. The Graduate Record Examinations *Information Bulletin*, and registration forms, are available at no cost from: Educational Testing Service, Box 955-R, Princeton, New Jersey 08541, U.S.A.

Graduate schools of business usually require applicants to take the *Graduate Management Admission Test* (GMAT). This is an aptitude test that measures verbal and quantitative ability. The fee for the test, administered overseas, is U.S.$28.50. Within the United States and its territories, the test fee is $23.50. Information and registration materials may be ordered at no cost from: Educational Testing Service, Box 966-R, Princeton, New Jersey 08541, U.S.A.

First Professional Degree Programs

For students seeking entrance to certain first professional degree programs, such as law or medicine,

the test requirements are more specific. Applicants to law school would need to take the Law School Admissions Test (LSAT), and applicants to medical school would need to take the Medical College Admissions Test (MCAT). To obtain further information about these tests, it is advisable for applicants to law school to write to: Law School Admission Council, Box 2000, Newtown, Pennsylvania 18940, U.S.A., and for applicants to medical school to write to: American Medical Colleges Application Service, One Dupont Circle, Washington, D.C. 20036, U.S.A.

Personal Recommendations

Colleges often require an applicant to submit letters of recommendation. These should usually be written by teachers with whom the student has studied. Employers may also be suitable, if the employment was in a professional area in which the student now seeks further education.

If students are applying for graduate admission, the college or university will probably ask that the recommendations include a somewhat detailed analysis of their capabilities and promise in the academic area of their planned specialization. The college often supplies the forms and prefers that those forms be used.

Recommendations should be mailed directly to the institutions by those who write them on behalf of the student. Evaluations that judiciously weigh the students' weaker qualities along with their stronger qualities carry more significance than entirely favorable recommendations.

Interviews

In some cases, colleges require or recommend that an overseas applicant be interviewed by one of their representatives, or by a representative at a counseling agency, before they determine eligibility for admission or financial aid. Such agencies as the Institute of International Education (IIE), America-Mideast Educational and Training Services, Inc. (AMIDEAST), and some United States education foundation offices provide this service for institu-

tions in the United States. If the college wants the student to be interviewed, the student will be notified to make an appointment with the appropriate agency.

Interviews are occasionally conducted by visiting professors or graduates of the college who are in the applicant's country.

Statement of Finances

In order to have complete and accurate information about funds available, nearly all colleges require prospective students to submit a financial statement. This statement may be either a section of the application with detailed questions about financial resources, or a separate questionnaire. Many institutions also require students to support their financial statements with affidavits. Some institutions require students to complete a "Declaration and Certification of Finances" form, provided to colleges by the College Scholarship Service (CSS) of the College Board, in order to obtain information about the amount of financial support the student's family will provide.

It cannot be emphasized too strongly: *a foreign student must not plan to come to the United States without guaranteed means of support at the level indicated necessary by the university.*

Financial Aid Forms

If prospective students have notified institutions that they need to apply for financial aid, they may receive a financial aid form in addition to the application for admission. Many institutions use a standardized form provided by the College Scholarship Service of the College Board called "Financial Aid Application for Students from Foreign Countries."

This form requires students to furnish accurate information about family resources, the amount of funds they are able to provide from other sources, and the amount of financial aid they need. It is important that all questions be answered as completely and accurately as possible. Because few financial awards cover all expenses, and aid is extremely limited, only those students who are highly

qualified and show extreme financial need are likely to be eligible. The majority of institutions in the United States do not award financial aid to foreign students (if they are eligible) until they have successfully completed one year of study.

Higher costs and decreasing funds from outside sources have meant that opportunities for financial aid at most institutions are much more limited than they were even a few years ago. Competition for financial aid is keen at all levels. There is much less financial assistance available to students today than in the past.

A foreign student wishing to apply for a scholarship from a university is well advised not to limit his applications to those institutions with international prestige. At other colleges, less renowned but offering similar and totally acceptable programs, there may be less competition.

Work Opportunities

Students should not come to the United States planning to secure work to pay for any part of their expenses. Foreign students are not allowed to work in the United States unless they have been granted work permits by the United States Immigration and Naturalization Service (INS). While work permission can be given at some institutions for work on campus, employment off the campus must be approved by the INS, and permission is given only if serious and unforeseen changes take place in a student's financial arrangements after arrival in the United States.

5. Final Preparations

Answer Acceptances

It sometimes takes several months for colleges to make decisions on the admissibility of applicants. Some institutions review all applications together and notify students on a given date. Others review applications individually, as soon as they are complete, and notify the students right away.

Delays can pose problems for a foreign student. An applicant may be accepted by one college but prefer to attend another which has not yet sent notification of acceptance. In such instances, letters should be written to both colleges to advise them of the situation. If offers of financial aid are involved, it is especially important that the student make a decision as soon as possible.

Many graduate schools have a common reply date of April 15. This means that accepted students have until that date to make their decision known to the colleges. Likewise, many undergraduate colleges have a common reply date of May 1.

Once a student has reached a decision and accepted an offer of admission, a commitment to attend the college has been made, and often the student is required to send a deposit of up to U.S.$100 or more as an indication of intention to enroll.

Obtain Visa

After a student is admitted, the institution will issue the Certificate of Eligibility – Form I-20 for Student or IAP-66 for Exchange Visitor – necessary to obtain a United States visa. On the form the institution verifies the student's eligibility for admission with respect to scholastic qualifications, English proficiency, and finances. The completed form also states the estimated cost of one year of study – tuition, fees, and living expenses – and describes any financial aid that has been offered.

To make application for a Student (F-1) or Exchange Visitor (J-1) visa, the student takes the Certificate of Eligibility received from the institution to the nearest United States Consulate or Embassy, along with a valid passport and proof of sufficient financial support for college study. Stu-

dents must prove to the Consulate that they can meet their expenses without counting on employment in the United States. Applicants must also meet other general immigration requirements, such as health clearance.

There are many immigration regulations with which a foreign student should become familiar. The Consulate will provide information on such matters as extension of stay, bringing families to the United States, permission to work, and transfer to another college. Even before getting their visas, students should be aware that (1) they *must* attend the colleges whose I-20 Certificate of Eligibility form they have used to obtain the visa, (2) immigration regulations generally prohibit students from holding jobs off campus during the first year of study, (3) they should *not* count on employment to finance their studies, and (4) full-time enrollment is usually mandatory.

Orientation Programs

Foreign students' adjustment to college life in the United States will be eased if they have some prior knowledge of its educational and cultural environment. They will learn some of this through their own reading, but orientation programs can be of great assistance.

Predeparture Orientation

Perhaps the most valuable orientation session is one held in the student's home country, where a perspective of the United States can be gained within the context of the home culture. Some overseas education agencies and ICA offices conduct such predeparture orientation for students going to the United States. Their programs often include opportunities to talk with students who have returned from the United States or with visiting professors and students from the United States. Students should inquire at local agencies about available orientation opportunities.

Postarrival Orientation

Most United States colleges provide an orientation session on arrival for all new students before they

begin classes. Programs designed for foreign students may meet several days before the term begins, or they may extend over a period of several weeks during the academic year. Students should arrange travel schedules to permit participation in these programs.

A number of universities throughout the United States offer summer orientation programs. Some include English language training, others provide brief courses for foreign students in specific fields, such as law, economics, and engineering.

Detailed information on orientation programs, including their cost, will be sent to students when they are admitted to an institution and also may be found in a booklet entitled *English Language and Orientation Programs in the United States*. If not available at a local educational counseling agency, this publication can be ordered from the Institute of International Education. (See Selected Resource Materials, page 45.)

Homestay and Travel Programs

Another kind of orientation, for students who are able to come to the United States about a month before their studies begin, is provided by the "homestay" program of the Experiment in International Living. Students accepted for homestays are placed in homes in the United States en route to or in the vicinity of their college or university. They will be treated as members of the family, not as guests. The family receives no payment—it opens its home as a gesture of international goodwill.

The Experiment in International Living charges an administrative fee for the homestay, which lasts approximately three weeks, plus a fee for health and accident insurance. Applications for the homestay program may be addressed to: The Experiment in International Living, U.S. National Office, Brattleboro, Vermont 05301, U.S.A.

Some institutions have homestay programs of their own. Families living near the institution arrange to host a new foreign student for several days. Students can write to the Admissions Office, or the International Student Office at the institution, and inquire whether such a program exists.

VISIT. The International Student Service arranges VISIT programs for foreign visitors to travel within the United States. In many communities, local organizations will meet traveling students and provide home hospitality, or arrange housing at reasonable cost, as well as trips to places of interest in the area.

Students traveling in the United States en route to their universities may wish to take advantage of VISIT. They must arrange the trips in advance, of course, with sufficient time for stopovers. For information and applications write to: International Student Service, 291 Broadway, New York, New York 10007, U.S.A.

Smooth Arrival

Before departing for the United States students will usually receive information from the institution to help in preparation for the stay on campus – information on orientation, housing, registration procedures, health forms, compulsory health insurance, the kind of clothing appropriate for the locale and climate, the amount of money it is advisable to have available upon arrival, etc.

Also included will be such practical details as when to arrive on campus, how to get there, and whom to see first. Foreign students already attending colleges in the United States suggest that if a new student does not receive such information, a letter should be sent to the Office of Admissions or the International Student Office at the institution to inquire about arrival details. Most institutions have an international student office and a foreign student adviser who is available to help foreign students get off to a good start.

International Student Service. A foreign student's first encounter with the United States – at the port of entry where there are many formalities and procedures to be attended to – can be overwhelming. To ease arrival, the International Student Service (ISS) arranges to meet students at airports and seaports. Representatives of ISS, wearing blue and white "Foreign Student Adviser" armbands, will assist foreign students in obtaining in-

expensive overnight accommodation at the port of entry, in making travel arrangements to their destination, and in dealing with other immediate problems that may arise.

A student wishing to be met should request this free service well in advance of the arrival date. "Arrival Information Request" forms are available in most visa offices, or one may be sent to a student by the institution he or she will be attending. Students must provide ISS with the date and time of arrival and other information requested. For further information write to: International Student Service, 291 Broadway, New York, New York 10007, U.S.A.

Suggested Checklist for Foreign Students Applying to Study in the United States

Before Initial Application

1. Appraise English proficiency.
2. Confer with knowledgeable individuals who are able to provide counsel and information.
3. Review academic objectives and define goals.
4. Appraise academic ability.
5. Select criteria for kind of institution sought (large, rural, private, etc.). (See Foreign Student Information Clearinghouse.)
6. Review financial need and sources of funds to meet the need.
7. Review reference books and college and university catalogs.

Application Stage

1. Write individual institutions giving basic information about academic interests, academic background, and level of study completed.
2. Apply as early as possible to take required entrance examinations (TOEFL, SAT, ACT, GRE, GMAT, etc.).
3. Complete preliminary institution application, if required.
4. Complete formal application.
5. Make a special effort to meet all application deadlines.
6. Submit promptly all supporting documents (academic records—with translations, letters of recommendation, diplomas for degrees received, documentation of financial resources, etc.).
7. Investigate all outside financial aid possibilities and note application deadlines.

After Acceptance

1. Reply by required date in order to assure both admission and financial aid, if offered.
2. Move quickly to satisfy any special conditions of admission (e.g., improving English proficiency, retaking TOEFL, submitting certification of completion of degree, etc.).
3. Make housing arrangements as early as possible.
4. Immediately pay all deposits for housing and enrollment.

Glossary

Academic year: The period of formal academic instruction, usually extending from September to June. It is divided into terms of various lengths, depending on the institution: semesters (two terms of four and one-half months each); trimesters (three terms of three and one-half months each – covers calendar year); or quarters (three terms of three months each).

Accredited: Approved by regional associations of colleges and universities and secondary schools (regional accreditation), or by nationally recognized professional associations (professional accreditation). Institutional accreditation affects not only the transferability of credits from one institution to another before a degree program is completed, but also the recognition of the degree.

Advanced placement: A waiver of some of the studies normally required for an undergraduate degree, granted to a student on the basis of prior study or experience (usually indicated by the student's performance on special examinations such as those administered by the College Board's Advanced Placement Program).

Advanced standing: Standing granted on the basis of credit granted for academic work completed in accredited United States institutions and recognized overseas universities previously attended.

Assistantship: A study grant of financial aid to a graduate student that is offered in return for certain services in teaching or laboratory supervision (as a teaching assistant) or services in research (as a research assistant).

Board and room: A charge to the student living in either a residence hall or in other quarters where food is provided.

Class rank: A number or ratio expressing a student's academic position in his or her class (for this purpose "class" is normally considered to be all students graduating from a secondary school or university program in the same year). A student who ranks first in academic performance in a class of 100 would usually report class rank as 1/100; a student who ranks last in that class would report class rank as 100/100.

College: An institution of higher education, postsecondary level, that offers undergraduate programs – usually of four years' duration – leading to a bachelor's degree in arts or sciences. Junior or community colleges offer two-year programs leading to associate degrees in arts, sciences, and various technical programs. In addition, the term is used in a general way to refer to all postsecondary academic institutions.

Course: A unit of instruction in a particular subject, such as "Introductory Chemistry" or "Twentieth-Century French Literature." Courses consist of regularly scheduled class sessions of one to five (or more) hours per week throughout the term. A degree program is made up of a specified number of required and elective courses.

Credits: Units that are used by institutions to record the successful completion of courses of instruction. Each credit usually indicates the number of hours per week the student has attended the course over the entire term. (The catalog, bulletin, or calendar of a college or university defines the amount and type of credit required to earn a degree, and states the value in terms of degree credit – or "credit hours" or "credit points" – for each course offered.)

Electives: Courses that students may "elect" (choose freely) to take for credit toward their intended degrees – as distinguished from courses that are specifically required. Such student-selected courses are a normal part of degree programs in United States institutions.

Fees: An amount charged by an institution, in addition to tuition, to cover costs of institutional services.

Fellowship: A study grant usually awarded to a graduate student.

Financial aid: A general term that includes all types of scholarships or grants of money, loans, and part-time jobs offered to a student. (See specific listings for Tuition waiver, Assistantship, Fellowship.)

Full-time student: One who is enrolled in an institution and taking a specified minimum number of academic credits as determined by the institution.

Grade-point average (GPA): A number calculated on the basis of the amount and quality of course work that has been completed in United States institutions. Students in other countries should not try to provide a grade-point average on their admissions applications but should instead refer the institutions to the accompanying detailed records of their education.

Grading system: Colleges, universities, and secondary schools commonly use a system of letter grades. While many variations exist to indicate the quality of a student's academic performance, the following is the most common: A (excellent), B (good), C (average), D (below average), and F or E (fail). A grade-point average of C or higher is usually required for an undergraduate student to continue his studies; B or higher is usually required for a graduate student to continue. Sometimes grades of P (pass), S

(satisfactory), and N (no credit) are also used. In grading systems where percentage scales are used, 100 percent is the highest mark, and 70 percent (or 65 percent) is usually the lowest pass mark.

Graduate: May refer to programs of study, students, or schools, and indicates the level of advanced study that can normally be entered only by students who hold a United States bachelor's degree or its equivalent.

High school: The common name for secondary school in the United States.

Laboratory class: A class (commonly part of a courses in the sciences) in which students conduct scientific experiments for two or more consecutive hours per class session in a laboratory. It provides a practical application of principles being taught.

Language laboratory: A room with special equipment for developing skills in speaking and listening to a foreign language (including English studied by foreign students).

Lecture class: A class that features the most common method of instruction in college and university courses; a faculty member lectures to classes of from 20 to several hundred students at a time. Students who meet in large lecture sessions for a course usually also have small group-discussion sessions.

Liberal arts: Also called "liberal arts and sciences" or "arts and sciences" – a term with various complex meanings that all involve studying the academic subjects that make up the humanities (languages, literature, philosophy, the arts), the social sciences (economics, sociology, anthropology, history, political science), and the sciences (including mathematics).

Maintenance: Used to describe the expenses incurred when attending college, such as room (living quarters), board (meals), clothing, laundry, local transportation, and other essential, day-to-day personal costs.

Major: The subject (or academic department) in which candidates for bachelor's degrees concentrate their studies in their last one or two undergraduate years (also may be similarly used in graduate study programs).

Minor: The secondary subject (or academic department) in which candidates for bachelor's degrees may concentrate their studies to a lesser extent than in their "majors" (also, may be similarly used in graduate study programs).

Nonresident: Pertains to students who do not meet the residence requirements of the state or city in the case of a public college or university. Usually, "residence" relates

to a person's domicile or permanent home. In public institutions, tuition, fees, and admissions policies may differ greatly for residents (those whose home is in the area) and nonresidents (those whose home is not in the area). Foreign students are classified as nonresidents unless they immigrate and become permanent residents of the city or state in which the institution they attend is located. Most publicly supported institutions will not permit a foreign student to be classified as a resident student while on a student visa.

Notarized: The certification, by a public official known in the United States as a Notary Public, verifying the authenticity of a signature on a document or statement. Applicants from other countries should have their documents certified or notarized in accordance with the specific instructions of the institutions to which they are applying, *and* in accordance with the legal requirements of their own country.

Out-of-state: See "Nonresident."

Plan of study: A rather detailed description of the program the applicant plans to pursue at the institution, often requested on an application for admission form. (The plan should be designed to realize the objectives given in the student's "Statement of purpose.")

Prerequisites: Programs or courses a student is required to complete before being permitted to enroll in a more advanced program or course.

Public Law 550, 634, and 894: Foreign students should disregard these when they appear on an application form since these laws apply only to United States citizens.

Quarter: See "Academic year."

Recommendation, letter of: A letter or statement appraising an applicant's qualifications for admission written by a professor or employer who knows the applicant's character and work. Also called "personal recommendation," "personal endorsement," or "personal reference."

Requirements: As in "degree requirements" or "requirements for the degree" – the number and type of credits an institution prescribes for its degrees. See "Credits." Or, in other cases, requirements for admission.

Resident: See "Nonresident."

Scholarship: A study grant, sometimes supplied in the form of a fee cancellation or waiver.

Scores: Numerical ratings of performance on certain types of examinations or tests used in the United States.

Semester: See "Academic year."

Seminar: A form of instruction that combines independent research with meetings of small groups of students with a professor to present and discuss reports. Most often used at the graduate level.

Social security number: A number issued by the United States government to identify an individual in connection with social insurance programs; anyone who works regularly in the United States must obtain one. Many educational institutions use social security numbers as student identification numbers. If a foreign student will be working, a temporary social security number is assigned until a permanent one is obtained.

Special student: A student in a college or university who is not enrolled as a candidate for a degree (either because he or she does not want to be, or is not eligible to be, a degree candidate); sometimes called nonmatriculated student.

Statement of purpose: A rather detailed description of the career the applicant intends to pursue, after becoming qualified. Often requested on an application for admission form. See "Plan of study."

Subject: An academic discipline or area of learning covering one topic, such as: chemistry, history, mathematics, etc.

Transcript: A certified copy of the applicant's academic records of previous studies showing courses and examinations completed and grades or marks received.

Transfer student: A student who has earned credit in one institution and transfers to another.

Trimester: See "Academic year."

Tuition: The amount of money the institution charges for its formal instruction – tuition does not include the cost of books. A figure given for the annual "tuition and fees" usually represents the amount charged for full-time study throughout a regular academic year, including minimal fees charged to every student for such things as registration and student activities.

Tuition waiver: A form of financial aid whereby the institution absorbs the cost of the student's tuition. The student neither receives money nor pays tuition.

Undergraduate: Pertaining to the two- or four-year programs of study in a college or university that follow secondary education and lead to the associate or bachelor's degree.

University: A complex educational institution that usually includes one or more four-year undergraduate colleges; a graduate school awarding master's and doctor's degrees in the liberal arts and sciences; and at least one degree-granting professional school.

Zip code: A number in mailing addresses that designates postal delivery districts in the United States. Other countries do not have zip code numbers in their mailing addresses, though their addresses can include other kinds of postal district numbers.

Selected Resource Materials

Many of the publications listed on the following pages can be found in the libraries of overseas education agencies, the United States International Communication Agency (USICA), and university collections of materials on higher education in the United States. This list is, of course, only partial, and the student may have access to other sources that may prove helpful. In addition, many USICA offices and overseas agencies have prepared booklets designed for students from particular countries around the world.

The publications can also be ordered from the addresses listed. All prices are quoted in United States currency.

General Directories and Guides

American Universities and Colleges. W. Todd Furniss, editor. American Council on Education, 1973 (11th edition). Presents descriptive entries for each of 1,450 colleges and universities that are regionally accredited. (American Council on Education, One Dupont Circle, Washington, D.C. 20036, U.S.A.; $42.)

Costs at U.S. Educational Institutions, 1980-81. Douglas R. Boyan, editor. Institute of International Education. A useful reference for determining living costs beyond those reported by institutions. The directory provides monthly maintenance costs at over 4,200 secondary and postsecondary institutions. (Institute of International Education, 809 United Nations Plaza, New York, New York 10017, U.S.A.; $20.)

Financial Planning for Study in the United States: A Guide for Students from Other Countries. College Entrance Examination Board, 1980 (revised edition). The companion publication to this booklet. Gives general statements on costs of study, including average figures for tuition, housing, books, and other expenses. Discusses how to plan financial resources, and types of aid available to foreign students. (College Board Publication Orders, Box 2815, Princeton, New Jersey 08541, U.S.A.; $2.)

Practical Guide For Foreign Visitors. Barbara Cahn Connotillo, editor. Institute of International Education. Provides the prospective foreign student with a detailed description of higher education in the United States. It takes the students through their preparations for departure and subsequent arrival in the United States. Includes information on admissions requirements, English language proficiency, accreditation, visa requirements,

and other government regulations, cost of living, housing, and social, recreational, and cultural life. 1979. (Institute of International Education, 809 United Nations Plaza, New York, New York 10017, U.S.; $2.50.)

Study Abroad. United Nations Educational, Scientific, and Cultural Organization (UNESCO). 1979/80-1980/81. An extensive listing of opportunities for international study all over the world. (UNIPUB, P.O. Box 433, Murray Hill Station, New York, New York 10016, U.S.A.; $9.95.)

Study in U.S. Colleges and Universities: A Selected Bibliography. Institute of International Education. 1979. An annotated bibliography on United States higher education. Sections include general directories, specific fields of study, and general references. It also lists publications of interest to both foreign students and United States nationals. (Institute of International Education, United Nations Plaza, New York, New York 10017, U.S.A.; single copies free, or $5.00 per 100).

The Moton Guide to American Colleges with a Black Heritage. 1979-80. (Moton Consortium on Admissions and Financial Aid, 2001 S Street, N.W., Washington, D.C. 20009, U.S.A.; free.)

Particularly for Undergraduates

American Junior Colleges, Edmund J. Gleazer, Jr., editor. American Council on Education. 1971 (8th edition). Describes each of some 800 two-year colleges. (American Council on Education, One Dupont Circle, Washington, D.C., 20036, U.S.A.; $20.)

The College Handbook, 1980-81. Maureen Matheson, editor. College Entrance Examination Board. Eighteenth edition. A comprehensive directory with detailed descriptions provided by over 2,500 two-year and four-year colleges and universities. Summarizes curriculum, admissions and testing requirements, and yearly expenses. (College Board Publication Orders, Box 2815, Princeton, New Jersey 08541, U.S.A.; $11.50.)

Index of Majors, 1980-81. College Entrance Examination Board. This edition includes major programs of study at more than 2,500 two-year and four-year colleges, plus lists of colleges that have religious affiliations, special academic programs, and special admissions procedures. It also summarizes curriculum and testing requirements, and yearly expenses. (College Board Publication Orders, Box 2815, Princeton, New Jersey 08541, U.S.A.; $9.50. Special price combination offer of *The College Handbook, 1980-81*, and *Index of Majors, 1980-81*, $15. Also obtainable from College Board Publication Orders at above address.)

The College Cost Book, 1980-81. College Entrance Examination Board. A step-by-step guide to paying for college listing expenses at 3,200 post-secondary institutions in the United States that helps students estimate financial need. (College Board Publication Orders, Box 2815, Princeton, New Jersey 08541, U.S.A.; $7.50.)

1980 Community, Junior, and Technical College Directory. American Association of Community and Junior Colleges. 1979 edition. General Information on two-year colleges. (American Association of Community and Junior Colleges, One Dupont Circle, Washington, D.C. 20036, U.S.A.; $10.)

Comparative Guide to American Colleges. James Cass and Max Birnbaum, editors. Harper & Row, 1975-76 edition. General information on each regionally accredited college and university. (Harper & Row, 10 East 53 Street, New York, New York 10022, U.S.A.; $6.95.)

The Community, Technical and Junior College in the U.S.A.: A Guide for Foreign Students. Institute of International Education, 1978. A guide to junior colleges. Describes patterns and purposes of two-year colleges; includes a list of colleges and costs. Published in cooperation with the American Association of Community and Junior Colleges. (Institute of International Education, 809 United Nations Plaza, New York, New York 10017, U.S.A.; $3.50.)

Particularly for Graduates

Graduate Programs and Admissions Manual. Council of Graduate Schools in the U.S. and Graduate Record Examinations Board. Educational Testing Service (updated and revised annually). A four-volume comprehensive guide to more than 650 graduate schools in the United States by subjects and programs. Volume A, Biological and Health Sciences and Related Fields; B, Arts and Humanities; C, Physical Sciences, Mathematics, and Engineering; D, Social Sciences and Education. (Graduate Record Examinations Board, Princeton, New Jersey 08541, U.S.A.; $4 for each volume; $16 for set of four volumes.)

Graduate Management Admission Test (GMAT): *Bulletin of Information.* Educational Testing Service. A program sponsored by the Graduate Management Admission Council that measures abilities related to success in the study of management. It provides complete information for candidates, including test descriptions, sample questions, and registration form. (Graduate Management Admission Council, Educational Testing Service, Box 966-R, Princeton, New Jersey 08531, U.S.A.; free.)

Guide to Graduate Management Information. Educational Testing Service. An annual publication sponsored by the Graduate Management Admission Council, discussing graduate management education and providing descriptions of over 400 graduate school programs. A full-length Graduate Management Admission Test sample is included. (Graduate Management Admission Council, Educational Testing Service, Box 966-R, Princeton, New Jersey 08541, U.S.A.; $3.95.)

Fields of Study in U.S. Colleges and Universities: A Guide for Foreign Students. Compiled and researched by Barbara Cahn Connotillo and Nancy Seitz. Institute of International Education, 1979. Describes fields offered in higher education in the United States, and includes sources of further information and a cross-reference list of subfields. (Institute of International Education, 809 United Nations Plaza, New York, New York 10017; $1.)

Study of Agriculture in the U.S.: A Guide for Foreign Students. Barbara Cahn Connotillo, editor. Institute of International Education, 1979. This book introduces the foreign national to the opportunities for higher education in the field of agriculture in the United States, and contains a guide to accreditation, costs of study, instruction and grading, and visa requirements. Gives information on how to choose an institution in the United States, and includes a career opportunity chart, a directory of two-year and four-year institutions and graduate schools, a topographical map, and a list of overseas counseling offices. (Institute of International Education, 809 United Nations Plaza, New York, New York 10017, U.S.A.; $5.)

Handbook for Foreign Medical Students. Educational Commission for Foreign Medical Graduates. Useful information about United States medical and hospital organizations and practices for graduates of foreign medical schools who plan further medical training or study in the United States. This organization also publishes an *Information Booklet* which gives details about visa qualifying examinations and other useful information for foreign medical graduates. (Educational Commission for Foreign Medical Graduates, 3624 Market Street, Philadelphia, Pennsylvania 19104, U.S.A.; *Handbook* $3; *Information Booklet* free.)

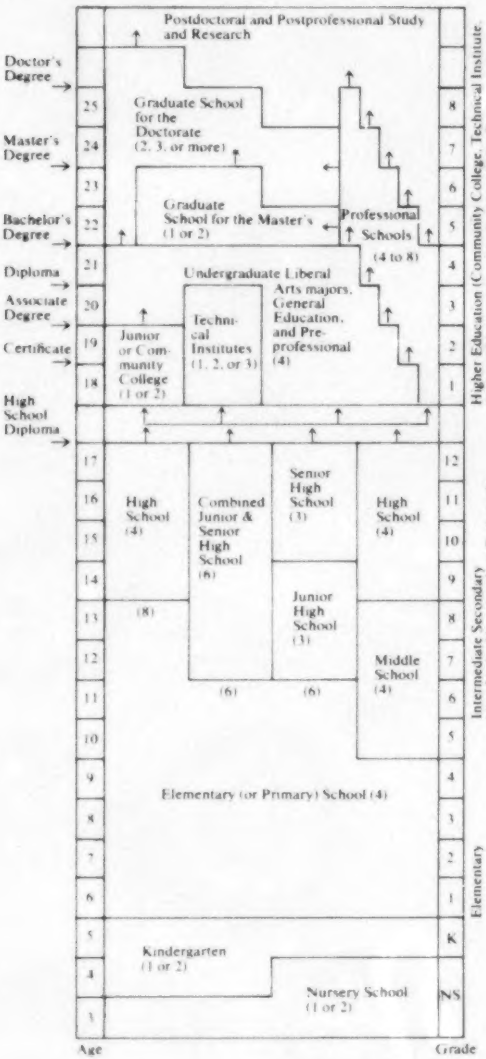
Other Useful Publications

English Language and Orientation Programs in the United States. Institute of International Education, 1980. A guide for foreign students seeking information on English language and academic-orientation programs. Describes over 700 summer and academic year programs.

Also lists and describes degree and certification programs in Teaching English as a Foreign Language. (Institute of International Education, 809 United National Plaza, New York, New York 10017, U.S.A., $5.)

Test of English as a Foreign Language (TOEFL). A program which evaluates English proficiency of foreign students. Results used mainly in admissions and placement at colleges and graduate schools. The following publications may be helpful: TOEFL *Bulletin of Information and Application Form – Overseas Edition, 1980-81*: free. TOEFL *Test and Score Manual, 1978*, free. TOEFL *Sample Test, 1977*, $2. *Understanding* TOEFL: *Test Kit 1*: $13 within the United States, $17 outside United States. (College Board Publication Orders, Box 2815, Princeton, New Jersey 08541, U.S.A.)

Structure of Education in the United States


Postdoctoral and Postprofessional Study and Research
Doctor's Degree
Master's Degree
Bachelor's Degree
Diploma
Associate Degree
Certificate
High School Diploma
Graduate School for the Doctorate (2, 3, or more)
Graduate School for the Master's (1 or 2)
Professional Schools (4 to 8)
Undergraduate Liberal Arts majors, General Education, and Pre-professional (4)
Junior or Community College (1 or 2)
Technical Institutes (1, 2, or 3)
Higher Education (Community College, Technical Institute, College, University, or Professional School)
High School (4)
Combined Junior & Senior High School (6)
Senior High School (3)
High School (4)
(8)
Junior High School (3)
Middle School (4)
(6)
(6)
Intermediate Secondary (Academic, Vocational or Technical)
Elementary (or Primary) School (4)
Elementary
Kindergarten (1 or 2)
Nursery School (1 or 2)
Age
Grade